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Agricultural Education

Aims and Purposes Future Farmers of America

1. To promote vocational education in agriculture in the public schools.

2. To create more interest in the intelligent choice of farming occupations.

3. To create and nurture a love of country life.

4. To encourage recreational and educational activities for students in vocational agriculture.

5. To promote thrift.

6. To encourage co-operative effort among students of vocational agriculture.

7. To strengthen the confidence of the farm boy in himself and his work.

8. To promote scholarship among students of vocational agriculture.

9. To develop rural leadership.

"Since the farmer is recognized as the backbone of the Nation he must be a superior individual and must be properly trained."
—Julian A. McPhee

EDITORIAL COMMENT

AGRICULTURAL EDUCATION

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company, at Des Moines, Iowa.

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THE A. V. A. CONVENTION

THE next convention of the A. V. A. will be held in Milwaukee, December 10–13, 1930.

There is little doubt but that in point of attendance this will be the greatest meeting of vocational leaders ever held in this country. The people in Wisconsin are already beginning to make the most elaborate arrangements for the entertaining of A. V. A. delegates. Programs are being formulated.

Every teacher of vocational agriculture who can possibly do so should plan to attend this convention. It will be an investment in personal development which will pay big dividends.

At the same time, there is just now agitation for a change in the plan of financing and directing all forms of agricultural education. Every man in the work should strive to obtain all of the information he can relative to the situation. In no other way can he hope to arrive at a sane conclusion as to the best method of safeguarding the interests of those for whom he is working.

Roosevelt once said, "Every man owes some of his time to the upbuilding of the profession to which he belongs." There is no better way to upbuild vocational agriculture than to become a member of the A. V. A. and attend its conventions. Therefore, let us adopt this slogan: "I'll see you in Milwaukee."—P. W. C.

LET'S DO IT

"When we hold our annual banquet I think we should have 10,000 regular members and at least 100 life members. This is a personal appeal to you to exert the utmost effort to make this possible."

Paul Chapman,
President of the
American Vocational Association

FEDERAL AID

YOU probably read in your newspaper during the summer that the National Advisory Committee on Education has recommended an entirely new plan for federal grants to the states for educational purposes.

The National Advisory Committee on Education is composed of 52 persons appointed by Ray Lyman Wilber, secretary of interior. Their duty is to study the relations of the federal government to the states in all matters pertaining to education.

At a meeting held in June the committee adopted some tentative "principles" which should govern the federal aid granted to the states. Most significant of these was the proposed repeal of all laws now in operation. This would mean the Smith-Hughes Act, the Smith-Lever Act, the George-Reed Act, the Purnell Act, and all others granting federal allotments to State Boards for Vocational Education and to Agricultural Colleges.

In other words, most of the laws that are to be repealed—according to this recommendation—are those providing for agricultural education.

In the place of these Acts, the Committee proposed to distribute to the states a fund, amounting to $2.50 for each child of school age within the state. This fund to be used for any and all types of education.

It is extremely doubtful, to speak conservatively, if this National Advisory Committee on Education can ever get such a recommendation enacted into law. And in fairness to the Committee it should be said that they are much concerned with this aspect of the problem—just at this time. It is their purpose, according to their director, merely to formulate the "proper" manner of federal participation and to make recommendations to the secretary of the interior.

From the viewpoint of teachers of vocational agriculture, the unfortunate aspect of this whole situation is the implication that the present method of financing and administering our work is wrong. One would naturally assume that such "radical" recommendations would indicate that the present plan of operation had failed. Such, of course, is not the case. Even the members of the Committee state that the progress has been most remarkable.

It should be stated that the Committee has not yet completed its deliberations. Other recommendations will follow. Possibly the one cited may be changed. But teachers of vocational agriculture should be most interested in following the work of the National Advisory Committee on Education.—P.W.C.

EDUCATION and PROFITS

NUMEROUS surveys conducted in several parts of the United States to determine the relation between education and profits in farming seem to point to a positive correlation. Since schooling is a selective process it is not always safe to declare how much of the increased labor income is due to vocational or other training. Survey data carry strong implications, however, that education has definite economic value. The studies conducted by Doctor Warren in Livingston County, New York, in 1908 are familiar to most students of agricultural education. In 1928 Dr. Warren made additional studies in the same county and among the same communities studied in 1908. The relationship between education on the various levels and profits in farming are very striking.

Twenty years ago, 418 farmers who had not gone beyond the common school made average labor incomes of $652. The 134 farmers who had had some high school or similar training made average labor incomes of $741. In 1928, the 320 farmers who had not gone beyond common school made labor incomes of $145 whereas the 151 who had some high school training made $834 average labor incomes. Whereas the district school farmers had decidedly declining labor incomes, the high school group increased.

Dr. Warren suggests that the explanation is that milk production per cow, yields per acre of crops, efficiency in the use of labor, and size of business are now strikingly more important than they were 20 years ago. Those who have been to high school have higher crops yields per acre, more milk per cow, greater efficiency per man, and larger businesses.—A. K. G.

Meeting of American Vocational Association

WHAT promises to be an outstanding meeting of the American Vocational Association is scheduled for December 10 to 13 in Milwaukee, Wisconsin.

Mr. R. L. Cooley and his committees have completed the plans for the annual convention. The several committees, working under the general supervision of Mr. Cooley, have arranged for every detail of the convention activities.

The general sessions and the section meetings will be provided for adequately in the City Auditorium and the Milwaukee Vocational School. The social and information committees will make the convention delegates want to take up permanent residence in Milwaukee. The Committee on Publicity has at this early date aroused the desire of hundreds from every section of the country to attend the convention. Advance reports indicate that the attendance will exceed that of former A. V. A. Conventions by a large margin.

General Sessions

The general session programs will be arranged for by President Paul W. Chapman. This is a guarantee that the general sessions will be outstanding in interest and importance. The first general session will be held on Wednesday evening, December 10, in the Auditorium of the Milwaukee Vocational School. The other general session will be held in the Crystal Ball Room of the Hotel Schroeder on Friday evening, December 12. This will be the banquet and dance session.

Thursday, December 11
8:30 a. m.

An excursion to visit some of the famous dairy plants of Wisconsin. The party will leave the Schroeder Hotel at 8:30 a. m. and return at 12:30 noon, arriving in plenty of time for the afternoon session. Arrangements in charge of Louis S. Sasman, state supervisor, agricultural education, Wisconsin.

Thursday, December 11
2 p. m.

Place: Juneau Hall, City Auditorium.

Chairman: F. E. Moore, director, board for vocational education, state of Iowa.

1. Address: The Agricultural Teacher in the Community. Mr. A. J. Glover, editor of Hoard's Dairyman.
2. Report of the Committee on Objectives. Dr. C. H. Lane, chief, agricultural education service, Federal Board for Vocational Education.
3. Discussion.
4. Report of progress of research committee in measuring vocational efficiency of school trained farmers. Dr. C. E. Myers, chairman, supervisor division research and surveys.
5. Report of committee on relations. Dr. J. D. Blackwell, director of vocational education, Maryland.

Friday, December 12
9 a. m.

Place: Juneau Hall, City Auditorium.

1. Report of committee on project records and record keeping. Chairman, H. G. Kenestrick, Ohio; N. E. Fitzgerald, Tennessee; R. B Jeppeson, Nevada; J. V. Ankeney, West Virginia; G. F. Ekstrom, Iowa.
2. Discussion.
3. Business session.
   a. Progress report of Agricultural Education. Dr. Sherman Dickinson, editor.
   b. Dr. Z. M. Smith, secretary and treasurer.
   c. Election of secretary of agricultural section.
   d. Miscellaneous business.

Saturday, December 13
9 a. m.

Place: Juneau Hall, City Auditorium.

Chairman: Lester B. Pollom, supervisor, vocational agriculture, state of Kansas.

1. Report of F. F. A. activities. Henry C. Groseclose, treasurer F. F. A., and teacher trainer, Virginia Polytechnic Institute, Virginia.
2. Our next step in F. F. A. activities. Dr. C. H. Lane, national adviser.
3. Progress report. Relations with outside organizations. Ray Fife, state supervisor, Agricultural Education, Columbus, Ohio.
4. Building the annual program in vocational agriculture. L. R. Larsen, instructor, vocational agriculture, Beaver Dam, Wisconsin.
5. The problems of the agricultural teacher. A. V. Miller, president, National Association Vocational Agricultural Teachers, Richland Center, Wisconsin.

Agricultural Leadership

A. G. RINN, Regional Supervisor, Agricultural Education, California

IT WOULD be difficult to carry on an argument with those who say agriculture needs leaders and leadership. One is likely to get the worst of the argument.

All manner of human activity requires leadership. Armies must have generals; steamships and football teams, captains; factories, managers; universities and nations, presidents. It is in the nature of things that some must lead and others follow. A Utopia may some day be developed where everyone will have equal status, but that will only occur when all men are literally created equal.

Some folks say leaders are born and not made. Meaning that unless people are endowed with leadership characteristics, all the training in the world will be useless—they can never be developed into leaders. They aver that leaders only develop thru self-owned devices which when brought into play by the individual's own volition produces leadership phenomens.

If we take this viewpoint we might as well give up the idea of more and better agricultural leadership. If leadership can only develop thru natural causes, it will be a long time before the country is properly led.

We are of the opinion that many more people possess leadership qualities, in greater or less degree, than most people suppose. We agree that leaders are born—this seems to be common with the race—(to date we have developed no synthetic humans)—but they can also be made, in fact always are made by the experiences which they encounter, and can be made more or less artificially by providing the experiences which develop leadership.

Most executives, probably all executives, develop by "climbing the ladder." By so doing they familiarize themselves thoroly with each department of a particular enterprise. By the time they have reached the top rung of the ladder they are masters of all of the details of the enterprise which is the first essential of a leader.

The question before the house then, is not that agriculture needs leadership —that's a truism and it's almost silly to repeat it—rather, how are we going to develop leaders for agriculture?

We will need to dismiss biologic control as out of the question—for the time being at least. The only other course then, is to train what we've got.

What does leadership consist of? In other words, what attributes distinguish a leader from a non-leader? Does a person need to be 5 feet 8 inches tall, have steel gray eyes, and a sunny disposition to be a leader? The sunny disposition might help we'll agree. Does a person need to be industrious to be a good leader? Probably not.

There are, however, no doubt some general attributes which characterize good leaders, altho we believe that leadership is more specific than general. A man may be an exceptional leader in one field and of no value in another.

1. *Knowledge.* There is no question but that a person needs to know his field in order to be a leader in it. Politicians with a lot of ballyhoo and promises get by for a while but you have to deliver the goods to get anywhere and to do this you have to know your truck crops.

2. *Experience.* Add to the old adage "Experience is the best teacher" and its amendment "but also the most expensive," a further amendment "but it need not be" and you get our reaction to the value and importance of experience. No man can be a leader in a field the working parts of which he has not familiarized himself with by actual contact. As well expect someone to teach aviation who has never flown.

3. *Judgment.* Thru knowledge and experience come judgment and only thus. No further comment seems necessary on this point. Judgment may also be called wisdom or vision or foresight. The terms are really synonymous.

(Continued on the next page)

4. *Sociability.* With this term we wish to imply not only the desire and ability to meet people favorably and well but also the interest of the leader in the social welfare and betterment of humanity. It is possible to lead the race to destruction and for selfish reasons; a leader must lead to construction and must have the reformers' viewpoint.

5. *Alertness.* We hesitate to add this last attribute as probably being superfluous. One can hardly picture a man of knowledge, wisdom, and experience who is not alert. However, I wish to emphasize the seeing eye.

Now we are coming to the point which in this roundabout way we have been trying to make.

If these are the qualities, namely: knowledge, experience, judgment, sociability, and alertness, which characterize leaders, are they not teachable? We most emphatically believe that they are, for can we not impart information as knowledge; can we not thru these two develop judgment; is it not possible thru social activities to develop sociability; and thru a process of training can we not improve alertness?

In a measure it has been done and is being done in all of the schools thru all time whether that school was the home, the church, the shop, or the educational institution. The only difference lies in that we have not been conscious of it.

What we need now is a recognition of what constitutes leadership; an admission that leaders may be made; and knowledge of how to teach leadership.

In the Smith-Hughes vocational agriculture departments of the state, a program to accomplish this end is being formulated. Thru classroom instruction in agriculture, both in the laboratory and in the field, knowledge of the subject is developed. Thru project work experience is attained. Judgment develops from knowledge and experience. In the organization of Future Farmers of America right social attitudes appear and alertness develops in a program of extra-curricular activities sponsored by the agriculture teachers such as judging contests, participation in fairs, and so on.

Florida's Master Teacher

J. F. WILLIAMS, Jr.
State Supervisor of Agricultural Education

T. A. TREADWELL, teacher of vocational agriculture in Jefferson county, was chosen as the Master Vocational Agriculture Teacher of Florida during the school year 1929–30.

The selection of the Master Teacher was made by J. F. Williams, Jr., State Supervisor of Agricultural Education, based upon a rating of all of the teachers of vocational agriculture using a uniform score card prepared by the teachers and approved by the supervisor at the last annual summer conference.

The selection of a Master Teacher of Vocational Agriculture is an annual affair, the contest being conducted by the State Department of Agricultural Education and sponsored by the Chilean Nitrate of Soda Educational Bureau. This bureau awards an Atwater-Kent radio set valued at $125 as a prize to the teacher of vocational agriculture who is honored by being selected as Master Teacher of Vocational Agriculture.

The following is a short summary of the work done by T. A. Treadwell, which entitled him to this honor:

He taught a total of five different classes of vocational agriculture thruout the year of the following types: Two all-day classes, one at Aucilla and one at Monticello; two day-unit classes, one at Wacissa and one at Aucilla, and one evening class at Aucilla. As a teacher of vocational agriculture Mr. Treadwell was expected to train boys for the vocation of farming. In order to do this efficiently he made 50 farm surveys of individual farms in the county and then summarized these. Using the summary of these farm surveys as a basis, he planned a course of study, which, upon the completion of same, should enable a boy to pleasantly and profitably engage in the vocation of farming in Jefferson county.

He had a total enrollment of 55 pupils in all types of classes and each one carried an acceptable supervised practice program on his home farm and kept accurate records of his project work.

The project work or supervised practice program of Mr. Treadwell's pupils totaled 19 acres of cotton, 97 acres of peanuts, 144 acres of corn, 11 acres of sweet potatoes, 10 acres of sugar cane, and 100 head of poultry and 41 head of hogs. His pupils' total project labor income for the past fiscal year was $4,584.59.

Mr. Treadwell belongs to the following professional associations: American Vocational Association, Florida Vocational Association, Florida Agricultural Teachers Association, and the Florida Education Association. Last year he attended the meetings of the last three named and was elected president of the Florida Vocational Association.

In an effort to further improve himself in his profession he has completed all residence and subject matter requirements for his master's degree at the University of Florida.

Under his supervision school ground beautification programs were carried on at the Aucilla, Monticello, and Wacissa high schools. As secretary and treasurer of the Jefferson County Fair Association he was instrumental in staging one of the few county fairs held in north and west Florida last year. The installation of the exhibit in the Future Farmer booth at this fair was also under his supervision.

As a reward for having trained the best team in judging farm animals, as shown by the results of the Future Farmer Judging Contests at the state fairs, he was selected to take Florida's team to Kansas City to enter the National Future Farmers of America Judging Contest staged in connection with the American Royal Live Stock Show. In this contest the team from Florida won second place in beef cattle against the boys from 30 states. Donald Davidson, Jefferson county's representative, was fourth high individual.

Mr. Treadwell as local adviser for the Future Farmer organization in Jefferson county has reason to be proud of the record that individual boys from his local chapters have made. Last year the vice-president, treasurer, and chairman of the executive committee of the State Future Farmer organization were from the Jefferson county chapters. This year the state president and state treasurer are both members of the Aucilla chapter.

During the past fiscal year Mr. Treadwell has traveled 16,290 miles on official business; made 606 project visits and over 100 individual service calls to farmers in response to requests for assistance.

Last, but not least, I might mention that Mr. Treadwell has kept vocational agriculture before the people of Jefferson county by making three public addresses and having written and had published 26 newspaper articles concerning the work. He is now entering his sixth consecutive year as teacher of vocational agriculture in Jefferson county.

New Type Text Book

A Work-Book for Students in Fruit Growing, W. A. Broyles—The Century Co. (209 pages). This publication is unique in that it emphasizes the securing and organization of information by the student for the purpose of arriving at a sound and logical conclusion as to correct agricultural procedure. Very little space is devoted to technical information, the limited amount which is included being attractively and impressively presented in a graphical way. The 16 major problems in the fruit growing enterprises, designated as "contracts," are sub-divided into smaller units for more effective and efficient study. For each contract practical activities are suggested to the student; technical information is asked for from both local sources and recognized authorities and objective tests are supplied. A consistent use of the method outlined should help most instructors in making their instruction more functional for the individual student.

Teachers of agriculture who are attempting to individualize their instruction should find the Work-Book of great value. Yet the instructor still has the responsibility of making every "contract" of the greatest personal use to the individual student. It is doubtful that any kind of an assignment for student learning will ever be devised which is satisfactory for more than one student, as far as vocational agriculture is concerned. There is still the objection that the "contracts" are too much of a question and answer type—are too much concerned with securing information rather than with solving a problem. The contracts could be materially improved by beginning with supervised farm practice or the home farm and its problems and in being completed when practice is carried out or decisions applied at home. The danger is that in the hands of thoughtless teachers or those not trained to use these "contracts" they will be as disappointing as the old "project study outlines" of 10 years ago. In conclusion it may be said that the Work-Book in Fruit Growing is the best publication of this kind that has come to our attention. Every instructor should have one for trial and in giving it a trial remember that those who wrote the "contracts" expected the instructor to adapt them to the individual student. —Edm. C. Magill.

The offices of the Federal Board for Vocational Education have been moved to 1523 L Street, Northwest, Washington, D. C.

Methods

Method as a Factor in Teaching

CARSIE HAMMONDS, Professor of Agricultural Education, University of Kentucky

IN PLANNING instruction the teacher must consider:

1. Aim or purpose.
2. What to teach (in order to accomplish the aim).
3. Approach and arrangement (in order to accomplish the aim).
4. How to teach (in order to accomplish the aim).
5. Checking results (in terms of aim).

Method concerns itself with number four, how to teach. *How* cannot be divorced from the *aim* or from *what* one is to teach or from *approach* and *arrangement*. Method is the procedure by which the teacher hopes to accomplish his aim. It is the teacher's way or ways of directing the learning process. The teacher cannot well know *how* to direct a process of which he is ignorant, nor can he know how to accomplish an *aim* which he does not have.

Perhaps the most fundamental thing to know about the learning process is that the learning must be done by the learner—that learning is a self-active process. The learner learns by his own activity and in no other way. To many teachers, this fundamental principle remains an unapplied generality. When the teacher really knows this principle he realizes that he is only the director of the learning process. When it dawns upon the teacher that the pupil is the one who must do the learning, the teacher lives in a new world—teaching means something to him that it has never meant before. After the teacher realizes that learning is a self-active process he soon comes to know that teaching is a slow process.

Learning is a slow process—it cannot be hurried. It takes time to learn, which means that it takes time to teach. One can "go over" material rapidly but he cannot teach rapidly. The average teacher does not take time to accomplish his aim. Ask him why he does not accomplish his aim—assuming that he is not deluded into believing that he does accomplish it—and he will say he does not have time. He rushes in order to save time but in so doing wastes it. Pupils can be hurried over certain amounts of teaching material but in the hurry the teacher deprives the pupils of the full activity necessary for the mastery of their work.

In order that the self activity on the part of the pupil may be obtained and that it may be most effective in accomplishing the aim, a degree of satisfaction must accompany the pupil's work. Humans tend to do those things that are satisfying and to avoid those things that are dissatisfying. Satisfaction is not the same as pleasure. It is more synonymous with the feeling of success, a feeling that the thing done is worth while. Effective self-activity is not put forth unless there is a feeling on the part of the pupil that something is to be gained thereby. The something to be gained must furnish the motive for the work. Most of the things done in a vocation are not done because they are enjoyed as play. Neither can training for a vocation be put on a play basis.

Organization is involved in the learning process. Good method stimulates activities in which organization plays an important part. Vocation is knowledge in use. Organization includes evaluating and relating. In order to have organization there must be ends in view—there must be purpose, a powerful factor in organization. If purpose exists the parts are put together with a conscious reason. "An organization made in its natural setting is more likely to have natural connections and so is more likely to be called into use again when a suitable occasion arises."—(Kilpatrick).

Thinking on the part of the pupil is necessary in the effective learning of most vocational agricultural subject matter. Thought gives meaning. Information acquired in the course of thinking is more apt to be put into logical use. Thinking is necessary if relations or connections are to be seen. It follows that "principles" cannot be taught unless the pupil thinks. When principles are not taught, only a "prescription" type of agricultural teaching is possible. In the preparation for agricultural vocations the teaching of principle is perhaps the most largely significant part of teaching.

The good teacher, by virtue of his own success, tends to make himself largely unnecessary. He so directs the learning process that initiative is developed in the learner. Good method develops initiative. Initiative is particularly desirable in farming vocations. If initiative is not developed the farmer is not prepared to meet new situations intelligently. The farmer is constantly meeting new situations—he is constantly thrown on his own resources. The only way to develop initiative is thru self-activity—the pupils must be placed in situations where they will act on their own initiative. Initiative, motive, and purposeful activity are closely related.

Summary of requirements of good method:

1. Good method should result in self-activity on the part of the learner.
2. The learner should get satisfaction from his work.
3. Organization by the learner should play an important part.
4. Good method secures thinking activity on the part of the learner.
5. Initiative should be developed on the part of the learner.

These requirements of good method do not indicate exact forms or ways of procedure; they are helpful in guiding teaching procedure—helpful in choosing and evaluating forms of teaching. The methods of procedure must be chosen in the light of what the teacher hopes to do and what he has to do it with. Skillful teaching is not inherent in the forms or methods of teaching.

Co-operative Cotton Sale Brings $11,000.00

THE Vocational Agriculture Department at DeFuniak Springs (Liberty school) held a co-operative cotton sale on August 28, with the Florida State Marketing Bureau assisting. There were 101,372 pounds of cotton sold in the sale that brought the farmers the sum of $11,000. From all the prices and information obtainable the price of $10.50 for middling cotton that was gotten in the sale was $1.25 per bale more than any farmer received within a radius of 50 miles of DeFuniak that day. This made the 200 bales in the sale net the farmers $250 more than they would have gotten had the sale not been held.

The charge was not a cent to have the cotton sold, and the farmers were given the privilege to withdraw if they so desired, and we feel that the result was well worth the effort. The cotton was sold by auction to the highest bidder, and Fisher Hardware Co., one of the local buyers, was the successful bidder, their bid being $10.50 for middling cotton.

M. B. Jordan, the agricultural teacher at Liberty school, has only been in the work since July 1, but if he gets results in the future as he has this short while we predict for him great success. He graduated at the University of Florida in June.

We hope that this is the sowing of seed for the co-operative spirit to grow in our country, as there has been but little co-operation among the producers of this county. We are planning to organize a co-operative association in the near future.—Florida Review.

Mobley to South Georgia

THE Georgia State Board for Vocational Education announces the establishment of a district office at Tifton, Georgia. This office will be in charge of M. D. Mobley, assistant state supervisor of agricultural education. Mr. Mobley has been assigned a territory consisting of 59 counties in which he will aid teachers of vocational agriculture and co-operate with school officials in the maintenance and further development of their program of agricultural education.

Mr. Mobley has been a member of the Georgia supervisory staff since 1926 and is the state adviser for the F. F. A.

Evening Schools

Adult Education in Agriculture

G. F. EKSTROM, Supervisor Agricultural Education, Iowa

G. F. Ekstrom

IN 1927–28 24 evening classes with a reported enrollment of 755 pupils were organized in the state. The following year 36 classes with an enrollment of 1,346 farmers were taught in 32 schools maintaining vocational departments. Last year 54 of the 109 Smith-Hughes instructors conducted 56 night schools. The latter groups involved 3,816 men and 192 women of whom 2,249 attended three or more of the 11 lessons offered in each center. Sixteen of the classes involved the dairy unit, 15 swine, eight soils-legumes, three legumes, three soils, three farm management, three poultry, one lime-alfalfa, one corn, one feeding, one soil and crop improvement, and one farm mechanics.

Some data concerning the enrollment of the adult classes during the past three years is of interest. For example, the average attendance in 1927–28 was 14, in 1928–29 15 and last year 28. During the first of the three years 36 pupils had a perfect attendance record with 60 attending all meetings in 1928–29 and 184 participating in all lessons last year.

Five hundred twenty-five of the 1927–28 pupils were present at three or more meetings. The figures for the succeeding years are 787 and 2,249. The percents of attendance records for these groups are 59.2, 60.3 and 60.1.

Seventeen percent of the 1927–28 and 18 percent of the 1929–30 classes were parents of pupils who then were or had been enrolled in the high school vocational agriculture classes. For the same two years approximately 41 percent of the pupils were brought into contact with the department for the first time.

Seventeen of the 24 schools offering evening classes in 1927–28 repeated the adult work in 1928–29 with 16 of the original group offering similar work during the past year. Forty percent of the original enrollment carried over one year and 34 percent were enrolled in the 1919–30 classes. Of the schools in 1928–29, 29 repeated the work with approximately 62 percent carry-over of pupils.

Twenty-two pupils at Story City, 12 at Mingo, 10 at Lytton and Stuart, 8 at Oneida, 7 at Dana, Orient, and Plymouth and 5 at Elliott, Judson, Jesup, and Ventura had perfect attendance records for the year. Of 33 men enrolled in two classes conducted in rural schools at Newton the past year none attended less than eight of the 11 and 12 lessons offered.

The first evening class at Lytton was conducted in 1927. Thirty-nine men were enrolled. Thirty-four of this number took advantage of the swine school in 1928–29. In the meanwhile three of the other five men moved from the district. During the past year the class in dairying reached 28 of the original legume pupils even tho three more farmers moved from the district during the second interval.

We believe that it is possible for evening classes to become too large. In fact we are more concerned about the larger classes in the state than we are about the smaller ones.

In response to a recent request for information from the departments which conducted evening classes the past year, we learned that private interviews were used in securing enrollment in 46 of the 56 classes. Local newspapers were used in 46 instances and circular letters in 41 cases. The all-day pupils assisted in organizing 39 of the groups.

In reply to our question as to the reasons for the choice of the unit followed, 45 indicated community need, 29 choice of class, and 13 men indicated that their training along special agricultural lines was a factor in choosing the evening school course.

Forty-nine of the 56 classes reported were conducted in the central school. Other centers involved rural schools, the vocational building, and a rural church. The average number of lessons was 10.5 with the length of each meeting one and three-fourths hours. In two cases enrollment fees were charged to cover incidental expenses. In a few schools the groups met during the day, whereas, the usual arrangement is night lessons conducted once a week during the winter months.

All of the 1927–28 classes began after the holidays. During the year of 1928–29 13 classes were organized in November and December. Last year 35 of the 56 classes were organized before the first of the year. One of the classes began in September and continued without interruption thru the corn harvesting season. A number of teachers now feel that the classes may be organized on a seasonal sequence basis regardless of the time of year.

Adult Classes Different

The characteristics of the adult classes differ materially from those of the all-day students. Farmers desire practical information. They demand more informality in the conduct of lessons. They are not inclined to study for long periods. They like to relate their own experiences and are inclined to challenge the statements of others. In other words, "they are from Missouri" and their continued attendance is conditional to the appreciation which they hold for the benefits received.

The method of instruction is of the round table order based upon a series of problems organized by the instructor prior to the opening of the course. Very often unit surveys of the district are made to determine what the community needs are. County agents, extension workers, local veterinarians, and other persons are frequently called upon to discuss such phases of the work as the instructor himself does not feel qualified to handle. Visual aids are used in a limited number of cases.

40 per cent Improve Practices

Evening school work does not end with the classroom. In fact the work might not be worth while unless a definite follow-up program succeeded the meetings. Our records show that approximately 40 percent of all pupils reached in evening classes improve their farm practices pertaining to the phase of agriculture studied following the completion of the unit course.

Of the men who were enrolled for the swine unit at Kelley in 1928–29, nine scrubbed their hog houses with boiling lye water, 10 washed their sows prior to farrowing time, 11 raised their hogs on clean ground, 13 placed their hogs on legume pastures, 10 used portable houses, 15 fed protein supplement, 8 fed a mineral mixture, 7 used self feeders, 7 hogged off corn, 8 raised fall litters, 11 followed market quotations, 5 purchased improved breeding stock and 5 kept herd records. These criteria were listed by Mr. Byram, the instructor, as new or improved practices employed by the evening school pupils.

Malcolm Rogers indicated that 41 of the men enrolled in the dairy unit course at Lytton last year expected to have their cows freshen in the fall and winter rather than in the spring; also, that 38 would use a purebred sire, 36 would cull out low producing cows, 31 would test their skimmilk and adjust their separators if necessary, 26 would try to secure higher producing cows, 36 would feed according to production, 14 would test for butterfat production, 9 would grow their own alfalfa coming year, and 26 would seed a pasture mixture consisting of timothy, sweet clover, alsike clover and red clover rather than using bluegrass or straight sweet clover for pasture.

Sixty-five percent of the men enrolled in the legume class conducted by F. W. Morgan at Stuart planned to seed an average of 8 acres of alfalfa this summer, 38 percent to seed an average of 7 acres of sweet clover, and 60 percent to seed an average of 11 acres of soybeans. Ninety-one percent of the men desired to pool their orders of limestone and legume seeds. Ninety-five percent favored a

summer tour of the class membership. All of the men requested another evening school next year.

The social features of evening school work appeal to the men enrolled. Luncheons, field trips, contests, and graduation exercises are supported by them with considerable enthusiasm. Last year 40 classes were served lunches at one or more meetings, 34 departments conducted graduation exercises, and 37 gave certificates of attendance.

Forty-three instructors frequently provided entertainment of some sort following the close of the evening's lesson. One class visited a neighboring night school and afterward accepted a challenge to a volley ball game. At Belle Plaine the Commerce Club gave a dinner to the farmers in connection with the graduation exercises for the men.

In conclusion, it would seem safe to say that agriculture evening school work enlarges the responsibility of the vocational agriculture department; that it enables the instructor to make contacts with a large percent of the farmers of the community whom he would not otherwise reach in an organized way; that the addition of the evening classes reduces the per capita cost of vocational agriculture training; that practical results in follow-up work can be obtained; and that it gives farmers an opportunity to exchange ideas which may lead to the solution of many of their problems in a co-operative manner. Finally, it appears that the teaching of adult classes in agriculture is not a formidable task. With an instructor who is practical and reasonably tactful, other factors being equal, this phase of vocational education should succeed in any community.

Organizing a Successful Evening Class

T. E. RITCHIE,
Teacher of Vocational Agriculture, Richland Ga.

ONE of the greatest problems in organization of evening classes is that of attendance. In the Union Consolidated School community two evening classes were conducted consecutively with the same group of farmers with an enrollment in each class of more than sixty.

The organization was begun approximately six months before the classes started. At every opportunity the vocational teacher suggested to the farmer that it might be a good plan to have a series of classes at the school house during which the members of the group could present their problems and attempt to reach a satisfactory solution. In every case the farmer showed interest and agreed that the meetings were desirable. Each farmer was then asked to discuss the matter with his neighbors in order to find out if they were of the same opinion. Every farmer in the school community was reached in this manner, and, to a certain measure, entered into planning the evening class.

Vocational Teacher Keeps an Average Attendance of 45 at Richland, Georgia

The plans were discussed with the trustees of the school, and they agreed that part of the responsibility for successful classes rested upon them. The classes were becoming a school and community activity instead of being merely one of the vocational teacher's.

Two weeks prior to the first meeting the agricultural teacher made a personal call on each farmer. The time of the first meeting was announced. The first problems to be discussed were briefly outlined, and an effort made to create as much interest as possible.

A mimeographed letter was mailed to each farmer to give him another invitation to be present and to remind him of the time of meeting. These letters were mailed three days before the first meeting. In this particular community the farmers are not accustomed to getting many circular letters. Hence, the letters were given special attention. Announcements were also made at school during general assembly. These announcements were made every day that the adult class was to meet in the evening.

Posters were kept at the three country stores in this community. Before each meeting a new poster, announcing the time and subject, was put up. Each week a short news story, dealing with some phase of the evening class work, was put in the local papers.

Community spirit was developed to such an extent that the members took pride in our having successful evening classes. Some members of the class and trustees of the school became so interested that they telephoned other farmers or called upon them and urged their attendance.

Instead of the regular subject matter one evening was given over to a barbecue, and a free moving picture show. At the time of the barbecue visitors were present, including plant breeders, fertilizer dealers, bankers, merchants, and professional men. These visitors were allowed a short time of the program.

For the evening class instruction, charts made from experimental data, were used. Most of these charts showed the yields from various practices, the increased yield from the improved practices, and the net returns to be derived from them. Only experiments conducted under conditions similar to those in the community were used.

Meetings were held every Monday and Thursday nights. Each meetin lasted 90 minutes. There were a total of 20 meetings with an average attendance of 45.

Austin, Texas, Strawberry Growers Demand Evening Classes

Teach Specific Problems for Best Results

R. C. PATTERSON,
Teacher of Vocational Agriculture, Austin, Texas

DURING the spring the strawberry growers here at Carrizo Springs organized the Winter Garden Strawberry Association.

This organization was the outgrowth of a series of evening classes held during the year. We arranged to hold class meetings seasonally as problems arose where the instructor could help.

The association marketed only the berries of members. Berries were shipped in carlots which attracted buyers and facilitated marketing.

Problems for class discussion were: (1) what variety to grow, (2) where to procure the plants, (3) shall plants be purchased co-operatively? (4) preparing land for setting strawberries, (5) setting the plants, (6) cultivating.

"Some of the busiest teachers I have known are busy just picking up the beans they have spilled."

Supervised Practice

Making the Project Plan

N. E. FITZGERALD, Department of Agricultural Education, University of Tennessee

Steps in Project Study and Planning

1. The teacher should first find the boy's chief interest in Agriculture. This would be expressed in terms of an enterprise. Just because a boy says that he is interested in a particular enterprise does not make it entirely true, as many town boys are really unable to indicate a preference, based upon actual interest.

2. After the boy has expressed his interest in Agriculture, he should make a farm survey of his home farm and bring the data to the school for the teacher to study. The teacher should become thoroly acquainted with the boy's facilities for the raising of any animal and for the growing of any crop before he approves the selection of any project.

3. A teacher is always responsible when he permits a boy to select a project in which there is not a rather certain opportunity for success.

4. In making out that portion of the Project Record Book calling for project plans there are three phases to be considered. The first of these is the project "set-up" which is divided into "purpose" and the "business arrangement" the boy has for carrying on his project. The second division of the plan is a "chronological list of farmers jobs I expect to do in *my* project." The third phase of a project plan is "methods of procedure I expect to follow in doing *each* job in *my* project."

Purpose Important

5. Undoubtedly the boy will start with a purpose in view for his project. This in the corn enterprise might be "growing corn to sell as certified seed," or "growing corn to sell on the open market," or "growing corn to feed five pigs which I expect to fatten as a project next year, and so on."

6. After the purpose is set up in the corn project or in any other crop project, it would be necessary for the boy to select the land. Before he does this, he should be led to study the job of selecting the land and be able to very definitely state the conditions that he would keep in mind while looking for his land, on his own or any other farm. As soon as his conclusion about the type of land he would select is approved by the teacher, the boy is ready to go home and talk with his father about an acreage for his project. He knows now what he is looking for in the way of land, because he knows what the requirements of the corn crop are.

7. As soon as the boy completes his arrangements for land, tools, horses, and the like, he should write up his "business arrangement" for the teacher, who will approve it only if such factors as are necessary to put it on a business basis are included. As soon as the "business arrangement" is completed and entirely understood by the boy and the teacher, the boy is ready to go on with his project.

8. The next step would be making the chronological list of jobs for the boy's individual project. It should be emphasized that the boy is making this list for his own project and that this list should include all jobs that the boy will do, depending upon the time the land becomes available to him, the type of land, the crop, and so on.

Start Plans Early

9. The work that has been indicated above should be done early in September or within the first month after the opening of school, if school opens earlier or later than the first of September. The writer is fully of the opinion that too many project plans are delayed too late in the year, and because of this the student loses interest in the particular project that he is scheduled to carry. There is also quite a change from one project to another between the "Preliminary Project Report" and the "Revised Preliminary Project Report." This is due, at least in part, to the fact that the student did not study thru that particular project carefully enough. Such changes would be less frequent if teachers of agriculture would lead the boy in a study that would help him to know approximately how profitable his project would be. (See 3 above.)

10. The next step in the development of the project plan is to have the boy study each job he has listed to be done in his subject. This study should be on a seasonal basis and should precede the doing of the job in practice. In the third part of the project plan referred to above, the conclusion that the boy reaches should be recorded in a very definite and specific statement giving the plan he will follow in doing the job in practice. In the selection of a variety of seed corn to plant, the boy will study varieties from all viewpoints. He should study experimental evidence as to good yields on certain lands. He should also know what is being grown in the community. If he expects to sell certified seed he will have to study the possibility of a market. After he has considered all phases of this problem, he should conclude that he will plant Neal's Paymaster (or any other specific variety which suits his conditions). At this point the boy must name a specific variety for he cannot plant but one and grow certified seed. If he decides to grow Neal's Paymaster, he should say that is what he will plant. If a boy says that he will plant Paymaster or Hickory King, I would at once conclude that the boy has not as yet made his final decision and is not ready to put anything about this in his project plan. He has not definitely planned the thing until he has decided which variety of corn he will plant.

11. One will readily see that if the above seasonal suggestions are followed that the project plans cannot possibly be completed much before the end of the school year, if by that time. In corn and cotton projects there is much to be done looking toward the harvesting and marketing of the crop in the fall. In a number of places the schools open early enough, so that considerable study may be made of these jobs in the fall, before the jobs are to be done in practice. I would suggest that some study be done on these jobs that will be done the following fall in practice, during the school year, so that any boy who fails to return will have at least a fair notion of how the job is to be done. For all those who return the next fall, a thoro review will be very helpful.

12. When the project plans are finally complete, they should be so specific that any other farm boy could take the record book and follow the plans already set up and follow the statement of how each job was done the preceding year. This plan should be similar to a blue print by which contractors build houses. The blue print is very brief but very definite. By looking at the blue print, one knows exactly where the windows, doors, chimney, cabinets, and so on, will be placed. The carpenter builds the house by these plans. The project plan (blue print) should be just as definite in telling the number of pounds of a certain kind of fertilizer to be used when applied, the variety to plant, the specific place from which seed corn will be selected, the exact condition under which cultivation will be done, and so on. It is the boy's conclusion after a study of his plan and of experimental evidence.

Base Plans on Facts

13. The writer's final suggestion is that nothing should be placed in a project plan that is based upon supposition or guess work, but everything that does go in should be based upon standard statement of facts. The average boy in a class in agriculture does not know at the beginning of the course exactly what should be done in every job in the enterprise which he is carrying as a project. If he does, he should not be taking that enterprise as a project, because there is no opportunity for learning. Then if he does take the project, we assume that he does not know all there is to be known about it, and therefore, we should make it possible for him to learn something about it. The way for him to learn about any job in his project is to study the experimental evidence available and the practices of the better farmers in the community. It would be impossible for him to make a study of local conditions

and experimental evidence for each job in his project early in the year. The making of the project plan is a gradual process. If we study out the methods by which each farmer's job should be done seasonally, we will eliminate from our record books those general statements at the beginning which say, "I will take good care of my project," "I will spray," "I will use commercial fertilizer," all of which are meaningless so far as plans are concerned.

In order to make clear the listing of farmer's jobs chronologically the following partial list of jobs is given for a corn project:

Boy No. 1
Land Available September 1

(1) Selecting the land.
(2) Determining what records to keep.
(3) Determining what the land needs for corn.
(4) Manuring the land.
(5) Breaking the land.
(6) Planting a cover crop.
(7) Selecting the variety to plant.
(8) Securing the seed.
(9) Procuring the fertilizer.
(10) Making the seed bed.
(11) Fertilizing the land, and so on.

Boy No. 2
Land Available February 1

(1) Selecting the land.
(2) Determining what records to keep.
(3) Determining what the land needs for corn.
(4) Selecting the variety.
(5) Securing the seed.
(6) Procuring the fertilizer.
(7) Breaking the land.
(8) Making the seed bed.
(9) Fertilizing the land, and so on.

In case boy No. 2 is expecting to apply stable manure, this would have to be inserted. Any other job the boy expects to do should be listed. This illustration is necessary to indicate that the chronological arrangement of jobs varies.

It is entirely possible for two boys to begin in September on a project in hogs, and each of them have jobs in the cycle of a year, by beginning with entirely different ones. In the case of the boy who is starting into the purebred business as a breeder, the following list of jobs might be applicable:

Boy No. 1
Starts With Bred Sow

(1) Feeding the bred sow.
(2) Caring for the sow in the farrowing pen.
(3) Caring for the young pigs.
(4) Caring for the sow immediately after farrowing.
(5) Feeding the growing pigs.
(6) Breeding, and so on.

Boy No. 2
Starts With Gilt

(1) Feeding the growing pig.
(2) Breeding.
(3) Feeding the mature sow.
(4) Caring for the sow before farrowing.
(5) Caring for the sow at farrowing time.
(6) Caring for the young pigs, and so on.

The Project "Set-up"

(Includes purpose and business arrangement)

Purpose:

I expect to grow five acres of corn, and sell as much as I can for certified seed and feed the discarded ears to a pig which Iexpect to carry as a project next year.

Business Arrangement:

I have arranged with father to have the five-acre field about one-fourth of a mile back of the barn and right next to the creek. I am to pay him $7 per acre rental, a total of $35 which is to be paid when my seed corn is sold. If I do not pay him by January 1, I am to pay him 6 percent interest on the amount that I owe him. He has promised to give me the use of the horses and machinery in the rental price indicated above. I am to have possession of the land from September 15, 1929, to the time the crop is matured and harvested.

NOTE: There are many forms of business arrangements and one of these should be used. No business arrangement should be assumed, it should be the actual condition under which the boy is doing his work. In some sections of Tennessee rental is on the one-third basis for the land; one-third for the labor; and one-third for the tools, fertilizer, and so on. Any form of share cropping could be used, but it should be stated specifically so that the teacher of agriculture can check up on the matter and see when the business arrangement has been adhered to.

Chronological List of Jobs

1. Selecting the land for corn.
2. Determining what records to keep.
3. Determining what the land needs for corn.
4. Manuring the land.
5. Breaking the land.
6. Sowing a cover crop.
7. Selecting the variety to plant.
8. Securing the seed.
9. Testing the seed corn.
10. Procuring the fertilizer.
11. Making the seed bed.
12. Fertilizing the land.
13. Planting the corn.
14. Cultivating.
15. Thinning.
16. Selecting the seed.
17. Storing the seed corn.
18. Harvesting the crop.
19. Storing the main crop.
20. Exhibiting corn at fairs.
21. Controlling weevils.
22. Controlling rats.
23. Marketing seed corn.
24. Determining whether I made or lost any, and how much.

NOTE: This list of jobs is assumed and is not a complete or accurate set for any project. It is used here as an illustration only.

I have watched with great interest and appreciation the community service rendered by vocational education students in agriculture in those communities that have such courses.

The service given in seed testing, variety testing, and demonstration of improved methods has been a real contribution to the community.

The real result of value, however, has been the training of these youngsters for agricultural leadership. Contest training has its good qualities and has its place but the strife for individual success will never build the fine cooperative spirit that is being built into these school communities by this service work.

The result of that spirit will eventually return wonderful dividends to those people who are wisely investing in that type of program.—Geo. W. Godfrey in "Squibs From a Farmer's Notebook" June Successful Farming. Mr. Godfrey is the farmer member of Iowa State B. of E. and a Master Farmer.

Methods of Procedure

1. I will select land that will produce approximately 40 bushels of corn per acre. This will require land about the average in fertility on my farm. I will select land that is not so steep that it will wash and that is not flat enough for water to stand on it any length of time. If the land is rather steep it will be terraced before planting. I will avoid land that is subject to overflow during crop growing seasons.

2. I will keep an accurate daily record of all money spent or received. I will keep a record of the number of hours I work with my project and the hours of horse, machinery, and hired labor.

3. I will use about 10 loads of barn manure on each acre. I will also use 300 pounds of Superphosphate and about 100 pounds of Nitrate of Soda.

4. I will place the manure on the land about October 1, about ten loads to each acre.

5. I will plow the land by November 1, if the land is in good condition. I will try to break the land 8 inches deep and will cut a furrow about 6 or 8 inches wide.

NOTE: The above statements are suggestions as to what the boy might conclude for each of the farmer's jobs after he has studied the experimental evidence and he is considering his findings in terms of his own farm land and other facilities which he has available.

Florida Issues Bulletin

THE Florida State Department of Agriculture has printed and distributed a bulletin of 387 pages devoted exclusively to Vocational Agriculture in Florida.

The text of the bulletin is written by the state supervisor, J. F. Williams, Jr. and Harry E. Wood. Its 15 chapters describe agricultural education in Florida and offer proof of valuable results. The bulletin is profusely illustrated and bears the national seal of the F. F. A. in colors on the cover. It is a worthwhile means of letting folks know about vocational agriculture.

A copy of this book has been sent to each state supervisor.

New Jersey F. F. A. Yearbook

THE Future Farmers Yearbook for 1930 has been issued recently by the Young Farmers Association of New Jersey.

This is a very attractive bulletin of 48 pages, interestingly written and well illustrated. It describes the work of the F. F. A. of New Jersey and the progress being made in vocational agriculture. The booklet was printed by the printing department of the Camden County Vocational School.

One Hundred Percenters

THERE are several states which have achieved the distinction of 100 percent subscriptions to Agricultural Education. Those known to the writer are as follows: Ohio, Virginia, Indiana, New Jersey, Alabama, Delaware, Georgia, Iowa, Kansas, Michigan, Mississippi. South Carolina and Minnesota.

If your state should be listed on the honor roll, please let the editor know of it.

Part-time Schools

Large Part-time Class Studies Farm Mechanics

H. D. ELDRIDGE,
Agriculture Teacher,
Greeley, Colorado

WHAT promises to be one of the largest part-time classes in the United States was sponsored by the vocational agricultural department of the Greeley High School, Greeley, Colorado.

The class lasted from February 17 to March 17, 1930. An enrollment of 61 young men in the Farm Mechanics course gave six assistants and the agricultural instructor some very busy evenings.

Ninety-two different boys attended the course which had an average attendance of 48. No tuition was charged and no school credit was given for the course. The following figures represent the round trip mileage of those enrolled in the course each time they attended a meeting of the class:

9.8— traveled between 5 and 10 miles
42.3— traveled between 11 and 20 miles
32.6— traveled between 21 and 30 miles
15.3— traveled between 31 and 40 miles

This is the fourth year that the vocational agriculture department has held part-time classes. The average enrollment for the three years prior to this year's class was 42 boys. The per capita population per square mile is 15.5 persons in this county.

It is interesting to note that, after two or three years, a clientele is built up which demands a continuation and an enlargement of part-time work. This type of instruction, is in many respects, the most difficult and the most interesting of any provided for under the National Vocational Education Act. The interest of the boys, their aptitude in learning, and the high transfer of learning to home farm problems contradict the popular opinion held by many school superintendents that this type of young man is hardly worth attention. The average age of the 92 boys attending this year was 20.3 years and the average years completed in school was 9.5 years.

A postal card was sent to 42 of last year's part-time class. About 20 of these boys were called by telephone to emphasize the importance of their attending the first meeting. A short announcement story was run in the local daily newspaper a few days prior to the first meeting. Aside from a brief write-up following the first meeting, which 61 attended, the course received no more publicity. No high-pressure methods were used to maintain or increase the enrollment.

The postal card sent to 42 of the boys listed three courses. We learned from past experience that the only way to obtain and maintain a large enrollment was to give them free choice of courses. This is, also, in accordance with a fundamental principle of vocational education, namely: To meet the needs of the individual, when the need arises and thru the most direct and practical methods of instruction.

The supervised practice work of part-time pupils is not all that it should be; neither is that of evening class and high school vocational agriculture pupils. If comparisons were to be made, the part-time pupil comes as near to fulfilling in spirit and in practice the ideals and standards set up in the National Vocational Education Act as do the two latter groups of agricultural students. In production courses which have been given to part-time pupils at Greeley High School, projects such as those carried by high school pupils have been reported upon and carried with as successful results as the average high school pupil.

Space does not permit a full description of the manner in which the Farm Mechanics course was organized. Briefly, the set-up was as follows:

1. The 61 boys attending the first meeting were divided into two groups. Each group met from two to three hours twice a week.

2. Five vocational agriculture F. F. A. boys assisted as group leaders on the different jobs selected by the part-time boys.

3. Once a week the boys in each section had an opportunity to attend a tractor school taught by a Carnegie Tech graduate. This man was a junior partner in a local implement house and gave a very practical course.

4. The vocational agriculture instructor supervised the groups and the tractor school and assisted in the instruction whenever the necessity arose.

5. In addition to the above instructors a national cement association sent a man for a period of one week to give demonstrations and to supervise various groups of part-time and high school pupils in the use of concrete on the farm.

Part-time class instruction will develop only as vocational agriculture instructors recognize the importance of this field of vocational agricultural education. The heavy extra-curricular activity schedule of agricultural instructors, the large number of school superintendents who are not in sympathy with this type of vocational education and the lack of funds to reimburse in full for such instruction, in states where such reimbursement is made, are factors which greatly retard the future of part-time work.

Part-time Survey of Value

ROY H. THOMAS,
State Supervisor for North Carolina

IT IS interesting to note the results of a part-time survey made in the State of Tennessee by D. M. Clements, State Supervisor of Vocational Agriculture. A study of this survey makes us feel that probably more attention should be given to part-time work in some sections.

Mr. Clements has found from his study of 937 high school boys that most of them are dropping out in the seventh, eighth, and ninth grades. He states also that "this indicates there should not be any very serious problem of instruction so far as content and subject matter are concerned." Mr. Clements has found that most of the boys have been out of school for only a short time and thinks this should be helpful in organizing part-time classes as the boys have not been out long enough to entirely lose contact.

One of the most interesting tables in the study is that showing the present occupation of the boys who are out of school:

Occupation	*No. Boys*
Farming	667
Laborers	155
Clerks	25
Mechanics	17
Cutting timber	14
Mining	14
Taxi driver	1
Nothing	44
	937

It is evident from this table that the large majority of these boys are engaged in farming.

"It is very interesting to find that of the 667 boys who are farming, 511 expressed a desire to take part-time instruction in agriculture and 158 said they were not interested in taking the work," said Mr. Clements.

Part-time Class Results in Changed Practices

CHARLES R. LEE,
Teacher of Vocational Agriculture,
Alabama

IN NEARLY every community there are a few boys who are out of school and who are actively engaged in farming. We found 18 such boys in the Center Hill Community, Alabama, last fall and organized them into a part-time class. The ages of the boys ranged from 16 to 22 years. Some of the boys had not finished the fourth grade, while others had some high school work.

Class work started as soon as the crops were harvested in the fall and meetings were held twice a week at the school house for a total of 10 weeks. A special study was made of fertilizers for cotton and corn, production of hay, and the establishment of permanent pastures. Other subjects studied were practical letter writing, special problems in farm arithmetic and land terracing.

Each of the 18 members is carrying projects in cotton and corn production and in nearly every case they are following the recommended practices for this section. Several farmers became interested in terracing as a result of the class work and terraced or finished terracing their farms. All of several farms were fertilized by the Auburn Method for the first time due to the influence of the boy who was a member of the part-time class.

The class planned and organized a trip to Auburn this summer for their outing instead of taking a fishing trip. The class made an educational trip and spent a day looking over the experimental plots of field crops, the poultry flocks and dairy herds.

Farm Mechanics

Using Limited Equipment

T. M. DEAN,
Turbeville, Virginia

THE writer is not expert at teaching farm mechanics. In point of fact, he has probably wasted a lot of his class time and caused his students to expend an immense amount of energy upon perfectly useless activities. However one improves his methods in time. The following suggestions are, therefore, based upon experience.

Departments of vocational agriculture vary so much in their equipment, size and type of buildings, farm shop lay-out, and size of classes that we must recognize the futility of setting up a given method of procedure and saying that it shall be uniform wherever farm mechanics is taught. Therefore, let us cite the case. We have in mind when we offer the following suggestions a small four to six teacher rural high school with, say, two classes of farm boys numbering from twenty to thirty in each class. The school shop may be almost any size and located in any one of several locations around the school plant, and equipped with a very limited number of tools. The problem boils down to this: "how can one instructor teach 30 students in one class at one time with this limited amount of equipment?" We shall not enter into a discussion of "teacher load" and what the size of the shop class should be. Regardless of one's opinion in this respect, hundreds of instructors are faced with just the problem as stated above, and it is with these in mind that we offer the following.

1. Procure, beg, steal, borrow, or write out unit job sheets for every job that is to be taught in the course, if possible. The unit job sheet is the greatest time saver and the most adequate device for teaching farm mechanics that has come to the instructor's attention. A job sheet is nothing more than specific direction, given step by step, for doing the job. It should be complete and simple, as simple as A. B. C., because we are teaching beginners unversed and unskilled in farm mechanics, and whose thinking processes are often simple indeed. The job should be typewritten and mounted on a piece of press board or good card board and covered over with white shellac, so that it will withstand rough usage. It will take time and care to work up a good supply of job sheets, but procure them by all means.

2. Work from two to four students on the same job or problem. This arrangement aids the instructor to do more effective supervision and is a means of keeping every one busy. It also allows for the best use of the limited amount of equipment. One group can work at soldering, one group at the forge, one group at harness repair, one group at machinery repair, other groups at farm carpentry, and so on. It is well to designate one boy foreman of the group.

3. Some system of keeping the tools and supplies must be adopted. Wall tool cabinets over each shop bench are impractical in the extreme for the school shop we have in mind. At almost any period some of the cabinets will be found to contain more than their share of the tools while others will be quite empty. The wall tool cabinet is ideal for the farm shop with one shop bench and one set of tools, but it is never practical for a school shop with multiples of the pieces of equipment and where classes are taught.

The most practical system of keeping the tools and supplies is the *tool, stock* and *supply* room. This may be a corner of the shop cut off from floor to ceiling with heavy screen wire, and with a small door and counter-window thru which tools and supplies are checked out. Within this enclosure a space on the wall is painted white and a spot designated thereon for each tool, tool rack, and tool shelf. With this arrangement, the instructor can detect at a glance whether the tools are all in place. In one corner of this room is a nail, bolt, screw, and paint cabinet. In one end of this room is a rack for the holedigger, hoes, shovels, and other equipment of like nature. There is also a small wall cabinet for the harness repair outfit. Shelves may be added if needed.

Two students are put in charge of this stock room. Their business is to check the tools and supplies out to the class. When a boy wants anything he calls for it at the stock and tool room window, and his name and the tool he secures is recorded on a book kept for the purpose by the boys in charge. When he returns the tool at the end of the period the keeper strikes it off the book. If he does not return the tool it remains charged to him and he is held responsible for it. The supplies are charged out the same way. A small work bench with a vise is placed in this room and those students in charge are directed to work on some small problems when they are not engaged at the window. The boys in the stock room are changed each week.

Editor's Note—The editor feels that Mr. Dean has expressed some excellent ideas in the above article. He emphatically disagrees, however, with that part of the article which proposes a tool room from which tools are to be checked out under the direction of members of the class. Tools should be readily accessible to the boys at all times and there is no need of one or two boys spending their time as "tool flunkies" when they might better be at work.

Boys Build Farm Shop

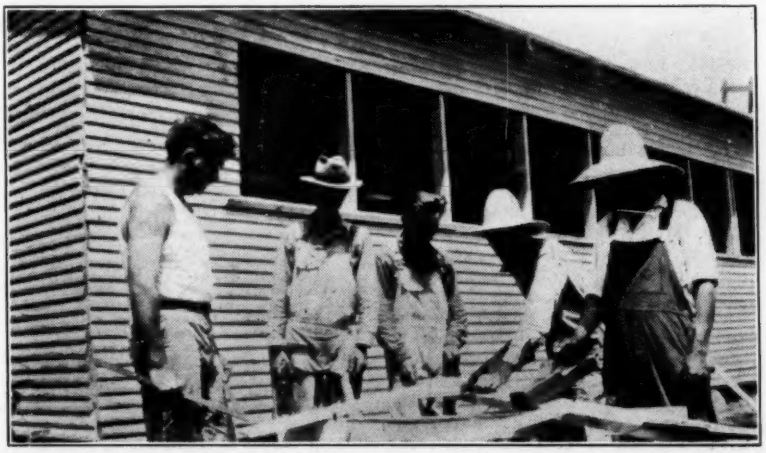
J. J. SHAW,
Teacher of Vocational Agriculture, Cookville, Texas

FARMERS ACADEMY is a rural school in Titus County, Texas, one of the three schools composing the circuit taught by the writer. This department was started on July 1, of this year.

On July 17, I met with the school board at Farmers Academy and discussed with them plans for building a suitable room in which to teach agriculture and farm shop for their community. They agreed with me that it would be best to put up a building that would be comfortable and a credit to the school building that they already had. That day they instructed me to draw up plans and make a bill of lumber for a building that would be accepted by the State Department.

After this was done three lumber yards and two lumber mills bid on the list of materials. The lowest bid was $262.25. One of the mills put in the lumber at $108 and then let the doors, windows, and so on, come at cost. This building is 18 x 26 x 8 from outside to outside and the roof a ¼ pitch covered with corrugated No. 9 gauge iron. It is floored with ship lap.

The building faces south. In the south end there is one door and two half windows. On the east side there are eight half windows. The north end and west side have no openings. This part of the building is to be used for blackboards. The room is to be equipped with tables, benches, bulletin rack and a tool cabinet. The foundation consists of sawed post oak blocks. The building is to be painted by the class.



Class Room and Shop Built by J. J. Shaw and his Boys, Titus County, Texas

Future Farmers of America

A Message to Chapter Presidents

C. H. LANE, National Adviser of the F. F. A.

A SMALL army of Future Farmers of America is facing a new school year of duties and responsibilities. Programs of work have been agreed upon for the year. The success with which these programs will be carried out will depend quite largely upon the administrative ability of the president of the chapter. To secure the right individual for the work to be done and to stimulate that person to do his best work is the real job of the president.

A successful president will require that his chapter be organized in such a manner as to make possible the maximum result in the experience of the members of the chapter. The president should be mindful of the question of providing sufficient funds to maintain a functioning organization. If he is wise he will anticipate the needs of the community and plan for the development of the organization over the years lying immediately ahead in terms of potential worthwhile accomplishments. But in the last analysis, the most genuine satisfaction that will come to the president of a local F. F. A. chapter will be found in the growth of those with whom he is associated.

No president will ever secure the best effort of his associates except as he has faith in them. All of us respond to the person who is able to see merit in the work which we do, and it not infrequently happens that we rise to heights that we had not ourselves thought possible because of the faith that someone else has in us. Appreciation of work done is the foundation upon which the president must build his ideal chapter.

These are days in which we give much attention to the setting up of objectives or goals. This is important. Yet in order to rise above our ordinary level of achievement most of us need to have presented for our consideration goals which we believe possible of attainment. The counsel of perfection may result in discouragement. The wise president will be constantly setting before the individuals of his chapter goals which are not too remote. He proposes, upon the basis of his appreciation of work already done and the strength of the individual, the achievement which lies just beyond the ideal which the individual has set for himself.

The efficient president thru criticism helps his associates to overcome their inefficiencies. Great skill and insight into human nature on the adolescent level are needed. The criticism which will stimulate one boy will discourage another, even tho the inefficiencies and inaptitudes be identical.

The president of a local chapter of Future Farmers of America, if he is to be successful, must see each member of his organization and each job to be done in relation to the whole program of the chapter. He must sincerely appreciate the work well done on each of the many levels upon which the members might be classified. Every part of the program to be carried out is important, and the real president is one who makes everyone feel the worthwhileness of the part that he is playing.

One of the most important criteria upon which to judge the success of a president is found in the query: "Have those who have been associated with him grown?" Great leadership is dependent upon knowledge, insight and imagination, and these are granted only to one who values the cause that he serves above everything else. The water rises no higher than its source. The president may hope to provoke in the lives and work of his colleagues no greater enthusiasm or idealism than that which controls his own.

To recapitulate. I should like to call attention to the fact that the successful president of a local chapter of Future Farmers of America must be a most skillful leader of farm youth, and that his study of success factors must deal with the emotions, abilities and the achievements of boys of the adolescent period. He must have the insight which will discover the ability to achieve where it exists. He must be able to offer criticism that will result in dissatisfaction with anything less than the maximum of attainment upon the part of those with whom he works in his chapter. He must be able genuinely to appreciate the contribution that is made by every boy in the organization, and he must be able to make each of them feel the worthwhileness of the contribution that he makes. He must be actuated by the ideals which he would have prevail in the life and work of his fellow-chapter members. He truly is engaged in creative work because his influence should be a vital factor in promoting the growth of those with whom he is associated.

North Atlantic Region F. F. A. Public Speaking Contest

ARTHUR P. WILLIAMS, Federal Agent, North Atlantic Region

THE first annual North Atlantic Region Public Speaking Contest for Future Farmers of America was held during the afternoon of September 16, at the Eastern States Exposition, Springfield, Massachusetts. The winner is David K. Warfield, Jr., Fawn Chapter, Pennsylvania, post office address, Muddy Creek Forks. Besides earning the honor of representing the region in the National Future Farmers of America Public Speaking Contest at Kansas City, Missouri, he won a trophy and a cash prize of $50. Speaking on the subject of "Rural Electrification," he described some of the advantages of this form of power on the farm and in the farm home, supporting his statements with evidence of economies resulting from its use.

The other prize winners are as follows:

Second prize, $25, Robert Milliser, La Rue, Ohio. Subject, "Analyzing the Farm Business Thru Farm Accounts."

Third prize, $15, Melvin Hall, Forestville, New York. Subject, "The F. F. A. Is on Its Way."

Fourth prize, $10, Robert Shomer, Vineland, New Jersey. Subject, "The History and Development of Agriculture."

The other contestants were Woodrow Wills of Thurmont, Maryland, speaking on "What the Future Farmers of America May Mean to Agriculture," and Edward F. Rickard of Mason, West Virginia, speaking on "Agriculture as a Profession." This being the first year of the contest, only 6 of the 13 States were represented.

The trophy was awarded by the management of the Eastern States Exposition. The cash prizes were sponsored by Mr. Horace A. Moses of Mittineague, Massachusetts.

TUNE IN

Each local chapter of the F. F. A. should hold some kind of a get-together meeting on the evening of November 17 and listen in on the National F. F. A. Public Speaking Contest that is to be broadcast over the Columbia System. The hour is 7:55 to 9:00 P. M., Central Standard Time. Radio dealers in most cases will be glad to install a radio in the meeting room. Be sure that everyone present writes a letter or card to the Columbia station over which the program is received.—H. O. S.

Third Annual Congress of Future Farmers of America

HENRY C. GROSECLOSE, Professor of Agricultural Education, Blacksburg, Virginia

IT WON'T be long now until some three thousand Future Farmers start the long trek Kansas City-ward. A glance at the program will show that there is plenty of work to be done before the Third Annual Congress passes into history.

Important Decisions

The officers, delegates and advisers will be faced with many new problems. The decisions made at the Congress will have a lot to do with the ultimate success or failure of the Future Farmer organization. There will be ample opportunity for the utilization of initiative, leadership, originality and common sense. The work of the committees will be very important, and some time has been set aside for them in order that they may be able to do their work in a creditable way.

Contests

In addition to the usual contests such as the Kansas City Star Contest for fourth degree candidates, the Farm Journal contest for chapters and the judging contests, there will be two new contests—one sponsored by Senator Capper to be known as the National Future Farmer Public Speaking Contest, and another contest to determine the best state organization of Future Farmers of America.

Recreation

The Future Farmer Band of Marion County, Ohio, will be on hand to play The Future Farmer March and other selections calculated to pep things up a bit. The Chamber of Commerce will prepare a banquet with all teams, coaches, delegates and distinguished visitors as guests. Future Farmers will be taken on a tour of Kansas City. After the parade in the arena on Tuesday night, those participating in the parade will be the guests of the American Royal at the Horse Show.

Speakers

Future Farmers will have an opportunity to hear addresses by some distinguished men who are warm friends of the organization. Dr. James Speed, editor of the Southern Agriculturist, will have something worthwhile to present. John F. Case and several sponsors of contests will attend the Congress and speak to the delegates and visitors.

Instructions to Delegates

Every state that is now affiliated with the National organization should send two delegates to represent that state at the Congress. These delegates will, in all probability, be candidates for the fourth degree or American Farmers of last year's crop. They should be told to register at the booth in the lobby of the Baltimore Hotel upon arrival in Kansas City, where they will be given delegates badges and instructions. They should come to Kansas City prepared to shoulder their full share of the responsibility of committee work and other duties necessary for the success of the Congress. Each state should furnish its delegation with a report of the work in that state for the past year. These reports will be read by the delegates at the Congress. The report should, in no case, exceed one typewritten page, size 8½″ x 11″, single spaced. This report should include the work of the outstanding chapter.

PROGRAM

Sat., Nov. 15—	9:30 p. m.	Executive Session of National Board of Trustees, Baltimore Hotel. Appointment of Committees.
Mon., Nov. 17—	2:00 p. m.	Meeting of State Advisers.
	7:30 p. m.	Public Speaking Contest, Shrine Temple, called to order by President of the F. F. A.
		Music by Marion County (Ohio) Future Farmer Band.
	7:55 p. m. to 9:00 p. m.	Broadcasting of National Future Farmer Public Speaking Contest John F. Case in charge of program.
Tues., Nov. 18—	8:00 a. m.	Meeting Future Farmers of America, Baltimore Hotel: 1. Call to order—President. 2. Report of Credentials Committee. 3. Nominations for American Farmer Degree by C. H. Lane, National Adviser, and one minute response by each candidate. 4. Report of Work in States.
	1:30 p. m.	Meeting Future Farmers of America, Baltimore Hotel: 1. Report of National Advisory Council, Dr. C. H. Lane, Chairman. 2. New Business. 3. Addresses by Sponsors of Future Farmer Contest. 4. Election of American Farmers.
	6:00 p. m.	Buffet Supper.
	8:00 p. m.	Parade in Arena and Radio Broadcasting of Winner of Kansas City Star and Farm Journal Contests.
		Horse Show.
Wed., Nov. 19—	8:00 a. m.	Sight Seeing Tour. Committee Work.
	1:30 p. m.	Meeting Future Farmers of America, Baltimore Hotel: 1. Report of Work in States Concluded. 2. Report of Executive Secretary, year 1929–1930. 3. Report of Committee on Program of Work. 4. Report of Auditing Committee. 5. Report of Committee on Constitution. 6. Report of Nominating Committee. 7. Report of Insignia Committee. 8. Address of President. 9. Election of National Officers.
	6:30 p. m.	Banquet for teams, coaches, delegates, and guests. Award of judging prizes. Address—James Speed, Editor, Southern Agriculturist.
Thurs., Nov. 20—	9:00 a. m.	Meeting—New Board of Trustees.

Annual Contests Attract 800 Vocational Boys

California, Texas and Pennsylvania Teams Demonstrate Superior Ability in Judging Dairy Cattle, Poultry and Milk

OVER 800 vocational agriculture students from 32 states registered for the Annual National Contests and Convention held at St. Louis, Missouri, October 10 to 13.

Teams of three boys each, the best dairy cattle, milk, and poultry judges from their respective states, met in friendly rivalry for the honor of being acclaimed the best vocational agriculture judges in the United States. There were 32 teams entered for dairy cattle judging, 19 for poultry judging, and 19 for milk judging.

California, with three skillful dairy experts from Hanford High School, ranked at the top and took honors in judging all breeds of cattle. This team placed first in judging Holsteins, Jerseys, and Guernseys, a record which will be hard to excell. In company with Coach J. H. Harper, they were the focus of attention during the Post-Dispatch banquet given at the Coronado on Monday night. The members of this team are Fred Logan, Ray McGinnis, and Vernon Brooke. They scored a total of 1975.71 out of a possible 2,400 for reasons and placings.

The next ranking teams in dairy judging, in order of rank, were Tennessee, Wyoming, Missouri, Texas, Illinois, Arkansas, Kentucky, Iowa, and Utah. The competition was keen and placings were extremely close. Some teams in the contest placed ahead of others on a narrow margin of only a few points.

The high ranking individuals in dairy judging were Lewis Bell of Rogers, Arkansas; Lloyd (Fred) Logan of Hanford, California; and Chester Bradford of Mason Hall, Tennessee. The high boy, Lewis Bell, received the $400 DeLaval Separator Company scholarship and scored 685.61 points out of a possible 800. Fred Logan, high boy on the high team (California) received a gold watch and chain, a gold medal, and an A. V. A. certificate. Ray McGinnis, second on the high team, received a gold watch, a gold medal, and an A. V. A. certificate. Vernon Brooke was presented with a gold medal and an A. V. A. certificate. Beginning with fourth place, other high ranking boys were Ray McGinnis, California; Elwood Walker, Michigan; Fred Slogouski, Wyoming; W. E. May, Tennessee; King Edward, Missouri; J. W. Holmes, Texas; and Roy Jackson, Kansas.

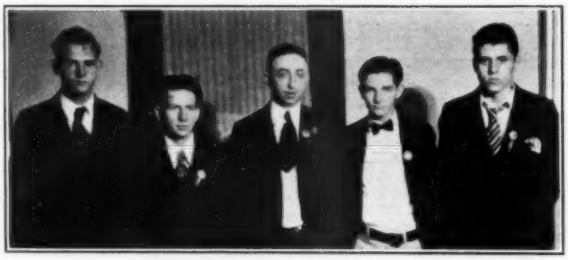
The Holstein-Friesian Association's $400 scholarship for the best judge of this breed was awarded to Milton Hislop of Chazy, New York.

Nineteen poultry judging teams met at the show Monday morning and spent several hours in placing the classes of birds which had been arranged. When the results were announced Monday night at the banquet, it was discovered that Taft, Texas, had earned first place, and was awarded the Purina Mills silver trophy cup. This team was composed of Morris Brown, Berger Todd, and Dunnigan Moody, and was coached by B. C. Davis.

Other teams to place in the high ten were Virginia, Oklahoma, California, New Jersey, Missouri, Mississippi, North Carolina, Illinois, and Nebraska. The high ten boys among the 57 competing represented nine different states, as follows: J. Fraser, Virginia; Dan Smith, Oklahoma; Elmer Withrow, North Carolina; Berger Todd, Texas; Parnell Dessel, California; Orla Benner, New Jersey; Dunnigan Moody, Texas; Morris Harrison, Mississippi; H. Caughman, South Carolina; Arthur M. Burch, Ohio. The high boy, J. Fraser, received a gold watch, a gold medal, and an A. V. A. certificate.

Pennsylvania, with a team composed of three boys from different parts of the state, took first rank in the judging of milk. William Smith, Fred Bohn, and Kermit Peterson were the team members and were accompanied by E. H. Dale as coach and J. S. Champion, the assistant state supervisor. The next nine states, in order of placing, were Mississippi, Tennessee, Colorado, California, New York, Oklahoma, Texas, Ohio, and Illinois.

The first ten boys in milk judging, in the order of their rank, were Arthur Burch, Ohio; George Wheaton, New Jersey; Earl Smith, Mississippi; W. C. May, Tennessee; Chester Bradford, Tennessee; Roy Ellenberger, Colorado; Maurice Spencer, Oklahoma; Fred Bohn, Pennsylvania; Kermit Peterson, Pennsylvania; and Charles Kagle, California. Each of the first three boys received a gold watch and an A. V. A. certificate, while the fourth received a set of books.



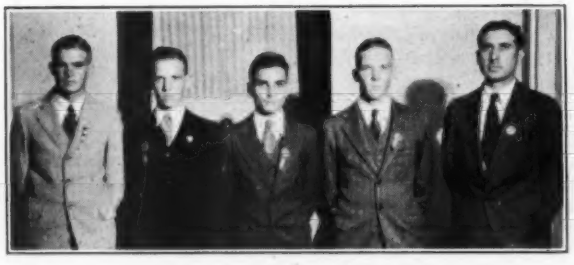
California Dairy Judging Tean
Lloyd Logan, Charles Kagle (Alt), J. H. Herman (Coach), Ray McGinnis, Vernon Brooke

The Teacher

"Our educational system has called its teachers from the body of the people, and has commissioned them to teach the ideals of the mass as well as the knowledge of the more favored few. It is, therefore, in itself truly democratic. This teaching of ideals is by its nature spontaneous and unstudied. And it has had to be sincere. The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most careful scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people —approximately 800,000, so uniformly meets its obligations, so effectively does its job, so decently behaves itself as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record as that."

—HERBERT HOOVER.

Don't forget! F. F. A. Contest, November 17, 8–9 p. m.



Texas Poultry Judging Team
M. Brown, B. Todd, D. Moody, L. Todd (Alt.), B. C. Brown (Coach)

Pennsylvania Milk Judging Team
E. H. Dale (Coach), W. C. Smith, Fred Bohn, Kermit Peterson J. S. Champion, State Supervisor

Lime Lights and Spot Lights on Persons and Events at the Dairy and Poultry Contest

MR. HERMAN Harper of Hanford, California, and coach of the winning dairy judging team, was accompanied by his wife and 2-month-old baby as mascots. Mrs. Harper and the baby watched the contest from the ringside and were present at the big banquet given by the Post-Dispatch at the Coronado.

It will be interesting to note whether or not future competitors are accompanied by similar mascots.

* * *

Dr. C. H. Lane, chief of the agricultural education service, F. B. V. E., and chairman of the National Contest Committee, was constantly on hand, in the arena and headquarters, guiding in the conduct of the various events.

* * *

Mr. O. E. (Dick) Allen, commissioner for the agricultural bureau of the St. Louis Chamber of Commerce, handled his part of the program in a most commendable manner. He makes very little noise in his activities, but his plans were evidently well laid and effectively carried thru.

* * *

Bob Maltby of the Federal Board was one of the hardest working persons connected with the contests. He was superintendent of the dairy cattle judging in which all 32 states were represented. Together with Dickinson of Missouri, two adding machines, three typewriters, and four stenographers, he wrestled with figures and ranks for two full days and "far into the night."

* * *

Bill Ross, subject matter specialist of the Federal Board, was chief custodian of the gold watches, medals, books, and other awards. He was responsible for registration of teams, was ring master in the arena during the contest, and in fact, he certainly did his stuff and with the old smile ever present.

* * *

Speaking of smiles, Dutch Angerer, Missouri state supervisor, was responsible for getting suitable rings of cattle to judge. Few breeders were able to resist that smile, or maybe it was the rose on his lapel, and loaned a choice cow or heifer at his request.

* * *

Sasman of Wisconsin and Gallup of Michigan rendered their usual efficient service in the ring. Gallup held the watch on the boys, and Sasman—well, he was in his shirtsleeves and hard at work, you can bet.

* * *

J. E. Hill of Illinois was chief mogul of the poultry contest. The contest started late thru no fault of his, but continued on schedule due to his careful planning. He and his new partner, Damisch, went into a huddle and worked out the scores and ranks—and didn't use an adding machine—think of it!

* * *

Sherman Dickinson of Missouri was given the post of publicity hound. His job was to steal space from gang murders, kidnappings, bootlegging, politics, and other interesting events and substitute less lurid news. The papers got the stuff, both story and picture. By the way, if you want any of these pictures, write him for them, inclosing your check (negotiable) to the tune of 50 cents for each print desired.

* * *

John A. Linke of the Federal Board had charge of the F. F. A. public speaking contest. In his quiet, dependable manner he made himself useful in many ways.

* * *

L. M. Sheffer of Georgia, a member of the National Contest Committee, made the awards at the team banquet on Monday night and assisted thruout the contest.

* * *

Mr. W. J. Schilling, dirt farmer of Northfield, Minnesota, and only farmer member of the Federal Farm Board, was the principal speaker of the evening. He interspersed humor and common sense in such a fashion that his audience gained both profit and enjoyment from his remarks. Outstanding remark, "Stick by the farm—agriculture is coming back."

* * *

C. O. Henderson of Mississippi was largely responsible for the success of the contest in milk judging. With the cooperation of the Pevely Dairy Company of St. Louis, he planned and conducted this contest in which 19 teams were entered.

Friends in Need

REALIZING that it is somewhat risky, we are attempting to list here the names of those organizations which contributed to the success of the National Vocational Contests in dairy cattle, poultry, and milk judging.

There is a possibility that some names will be omitted and the editor will appreciate being informed of such omissions. The names below are of those who assisted in various ways such as supplying prizes or facilities, transportation, money, or moral support:

St. Louis Chamber of Commerce.
National Dairy Show.
St. Louis Post-Dispatch.
Ralston-Purina Mills, St. Louis.
J. B. Ford Sales Co., Michigan.
National Dairy Association.
Hartford Livestock Insurance Co.
American Vocational Association.
DeLaval Separator Co.
Midland Press of Chicago.
Holstein-Friesian Association.
American Jersey Cattle Club.
Ayrshire Breeders Association.
Guernsey Breeders Association.
National Co-operative Milk Producers Association, Washington.
Creamery Package Manufacturing Co., Chicago.
Doubleday, Doran & Co.
Swift & Co.
American Poultry Association.
The Macmillan Co.
Callis Products Co., Clinton, Iowa.
St. Louis Poultry Show.

A large group of St. Louis business concerns contributed to the success of the convention thru the chamber of commerce. Space does not permit listing their names but they should be included with those mentioned as the recipients of the sincere appreciation of those directly engaged in the field of agricultural education.

Missouri F. F. A. Wins North Central Region Public Speaking Contest

WITH all the confidence and presence of a seasoned orator, Edward Drace, vocational agriculture student and F. F. A. of Keytesville, Missouri, received the acclaim of the audience and the unanimous decision of the judges to win the public speaking contest of the North Central region.

Speaking fourth on the program, his talk was presented in a clear, sincere, and forceful manner. He responded to the questions of the judges in a calculated and concise manner and appeared perfectly at ease at all times.

The contest was held in the auditorium of the Soldan High School of St. Louis the evening of October 11, and was under the direction of J. A. Linke, regional agent. Members of the Soldan Service Club acted as hosts and conducted visitors thru the building. The high school orchestra and boys' glee club, together with student soloists, furnished music at suitable intervals.

Randall Hart, president of the Illinois Association of the F. F. A., presided at the meeting. Following an overture by the orchestra, he introduced John Finley, a Soldan student, who welcomed the F. F. A. in an extremely effective manner.

The nine speakers were divided into groups of three, only one group appearing on the platform at a time. During the intermission between each group of speeches, a violin solo and a baritone solo were presented by Soldan high school boys.

The judges' decision was based upon content and construction of the speech and upon the effectiveness of delivery. In announcing places, it was stated that ranking had been difficult due to the high quality of the material presented. The first five places were awarded to the following boys in the order given:

Edward Drace, Keytesville, Missouri, "Equalization of Taxes as a Farm Relief Measure";

Kenneth Waite, Winfield, Kansas, "Equalization of Taxes as a Farm Relief Measure";

Ivan Peach, Walnut, Illinois, "The Machine Age and Its Effect on American Agriculture";

Orville Iverson, River Falls, Wisconsin, "The Machine Age and Its Effect Upon American Agriculture";

Lloyd Criswell, Hastings, Nebraska, "Power Farming and Its Effect on American Agriculture."

The four other boys were not ranked, but no state need feel ashamed of its representative. Every speaker made a good impression upon the audience. These four boys were: Marshall Newton, Iowa Falls, Iowa; Donald Daily, Pipestone, Minnesota; Lee H. Miller, Granville, North Dakota, and Harold Reed, Lennox, South Dakota.

The work of the judges should be recognized for its thoroness and the generous spirit in which it was undertaken. Each one is a very busy man whose time is valuable. Those who served in this capacity were Estes P. Taylor, editor of American Farming; John Rush Powell, assistant superintendent of St. Louis Public Schools; and Stratton Shartell, attorney-general of Missouri.

Future Farmers of Texas Hold Summer Encampment

HOWARD STROTHER,
President of Texas Future Farmers of America

Howard Strother

ON AUGUST 8 more than five hundred Future Farmers of east Texas from 25 chapters met at Delwood Park for a two-day encampment with the Mt. Pleasant chapter acting as host. Each chapter brought its own equipment and the boys camped in the park over nights.

At a speaking program Friday morning, Mr. Alexander, the state adviser of the Texas Association, boys representing various chapters, and leading educators of the district and business men took part.

A free barbecue dinner was served by the local chapter at noon on Friday. The menu consisted of barbecued beef, pork and mutton, bread, pickles, onions, cold drinks, and ice cold buttermilk. This dinner was made possible by the liberal donations from the local chamber of commerce and business houses of the district. On Friday night several chapters furnished watermelons for a free watermelon feast.

The purpose of this encampment was recreational. A baseball tournament with the various chapters competing for prizes offered the major field for sport. Prizes were donated by local dealers of athletic goods.

Each vocational agricultural teacher assumed responsibility for the conduct of his boys, and fair play and clean sportsmanship was kept in the minds of the boys thruout the length of their stay.

The Future Farmers of Texas have voted unanimously to make the encampment an annual event.

Three Hundred Eighty-Five Show Stock at Kansas City

THE Fourth Annual Mid-West Fat Stock Show and Sale was held September 18 and 19 in the American Royal Buildings at Kansas City, Missouri.

Three hundred eighty-five agriculture students from Missouri, Kansas, and Oklahoma, showed a total of 911 baby beeves, fat barrows, and fat lambs. A total of $2,635 in prizes was distributed, of which $1,635 was cash and $1,000 in specials consisting of purebred heifers, gilts, and ewes.

Maryville, Missouri, with Lloyd Gutting as teacher, held first place in number of animals shown and prizes won. Showing 18 beeves and 83 fat barrows, this school took $182 in cash and two purebred gilts. Ira Nuchols' boys of Grant City, Missouri, ran a close second with $119 in cash. Green City, Missouri, under the direction of Roy Luyster gathered in $107 and a purebred Shropshire ewe.

In special classes, Grant City won first in school group with three Angus calves and first with a carload (25) Duroc-Jersey barrows. Maryville took first rank in ton litters with a wonderful family of Spotted Polands. Grant City had the top fat lamb and the best school group of three fat lambs.

The 922 entries were divided as follows: 124 fat lambs, 636 fat barrows, 6 Shorthorns, 59 Herefords, and 311 Angus. They were shown by boys from 42 Missouri schools, 9 Kansas schools and 1 from Oklahoma. In the sale held Friday morning the buyers liked the offering and it sold slightly above the market.

Breeders of cattle, hogs and sheep were generous in their donations of both money and purebred females. Winners and donors of the principal specials were the following:

First Hereford baby beef (also grand champion) owned by Lee Edward Lale, Odessa, Mo., awarded P. B. Hereford heifer by E. F. Swinney, Kansas City, Missouri.

First Shorthorn baby beef, owned by Howard Boger, Salisbury, Missouri, awarded P. B. Shorthorn heifer by Nelson Leonard, Ravenwood Farms, Bunceton, Missouri.

First Angus baby beef owned by N. Bently, Albany, Missouri, awarded P. B. Angus heifer by J. F. McKinney, King City, Missouri.

First Spotted Poland ton litter owned by A. Auer, Maryville, Missouri, awarded P. B. Spotted Poland gilt by John Sutliff, Huntsville, Missouri.

First Chester White ton litter owned by Clell Howard, Milan, Missouri, awarded P. B. Chester White gilt by Chas. Hunter and Sons, Knobnaster, Missouri.

First Duroc-Jersey ton litter owned by L. Dowden, Maryville, Missouri, awarded P. B. Duroc gilt by W. M. Sheperd, Overland, Kansas.

First Poland-China ton litter owned by John Legender, Salisbury, Missouri. Award P. B. Poland gilt by Columbian Stock Farm, Grand View, Missouri.

Grand Champion Barrow, a Hampshire, owned by Robert Wilson of Mound City, Missouri, awarded $5 R. P. McWilliams, vocational teacher and Hampshire breeder of Gallatin, Missouri.

First fat lamb owned by Matt Kent, Green City, Missouri, awarded P. B. Shropshire ewe by J. A. Stone and Son, Bethany, Missouri.

Mr. C. L. Angerer, Missouri state supervisor and superintendent of the show was much pleased with the number and quality of the animals shown. He gives much credit to the Kansas City organizations and business concerns which sponsored the event and so generously supplied facilities and entertainment.

Accomplishments of Oregon F. F. A. 1929-1930

EARL R. COOLEY,
State Supervisor of Agricultural Education,
Salem, Oregon

SECURED State Charter.

Seven hundred forty-five members paid local, state and national dues.

One hundred ten thousand, forty-one dollars and thirty cents was total labor income from farm projects.

One hundred fifty-four dollars and seventy-four cents was average labor income from farm projects.

Eighty-eight and seven-tenths percent of Future Farmers in Oregon completed their projects.

Nineteen chapters had father and son banquets.

Seventeen chapters were represented in three sectional F. F. A. oratorical contests.

Twenty-nine chapters were represented in livestock judging contests at county fairs.

Thirty chapters were represented in vocational contests held in the Willamette Valley, Eastern Oregon and Southern Oregon.

Eighteen chapters had project exhibits at county fairs.

Twenty-seven chapters competed in livestock judging contests at the Pacific International Livestock Show.

Five chapters have organized thrift accounts.

Seven chapters published one edition of their school paper.

One chapter bought and distributed two carloads of lime among farmers.

One chapter published Future Farmer bulletin called "Ag. Sprouts."

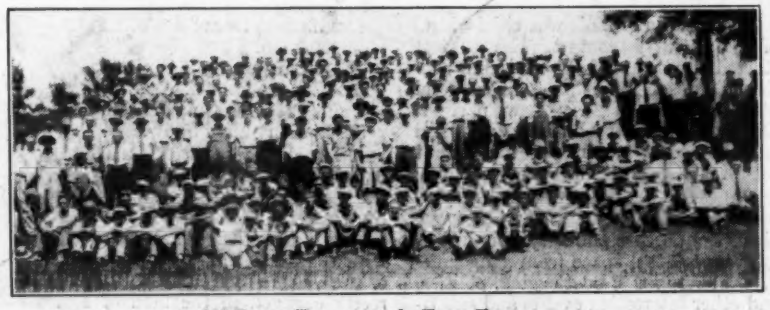
The Future Farmers March

THE Future Farmer, a march composed by Captain W. J. Stannard, leader of the United States Army Band, is now available in scores for all band instruments.

Captain Stannard wrote this march some time ago and dedicated it to the Future Farmers of America. It is a wonderful piece of music, spirited and inspirational. The Army Band has sent it over the air on several occasions.

The complete score for band may be secured from the Cundy-Bettoney Company, Boston, Massachusetts, for 55 cents. Have your school band leader order a set, buy one for the town band. Here is something which will mean a great deal in building up a feeling of pride in the F. F. A.

We certainly owe Captain Stannard a sincere vote of appreciation for his dedication of this march.



500 Future Farmers at the Texas Encampment